



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Georgetown University, MPS IMC | FALL 2016

MPMC-600-02: CONSUMER RESEARCH & INSIGHTS

Class Meets: Thursdays, 5:20 to 7:50 pm

Class Location: 640 Mass Ave Washington, DC 20001

Professor: Linda Berkeley

Office Hours: Arranged by appointment.

COURSE DESCRIPTION

This course is a foundational component of the integrated marketing communications (IMC) program. The course builds student knowledge of research approaches and techniques, equipping them to keep consumer interests and needs at the center of integrated campaigns. Students will learn how to design, interpret, and apply primary and secondary research techniques used in campaign development, execution, and evaluation. Topics include how to locate and mine existing databases and resources; best practices for designing and executing surveys, in-depth interviews, focus groups, and observational studies; and how to incorporate digital tools and emerging technologies as part of an overall research plan. Focus will be placed on how to develop meaningful insights from research to guide audience segmentation and targeting, message strategies, creative development, and channel selection. The course combines textbook learning with real-world examples and applications so that students can experience research in practice.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Describe how research can be used to support marketing goals and objectives.
- Identify the suite of research tools and resources available to the IMC campaign planner.
- Select the appropriate tools and resources for different IMC challenges.
- Apply industry best practices to the design and execution of research projects.
- Analyze and present data in ways that reveal meaningful consumer insights.
- Convert findings into strategic recommendations to guide campaign development, execution, and evaluation.

ATTENDANCE

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

WORK SUBMITTED

Assignments as they are submitted are student work product and therefore are a reflection of you, the student. Students should only submit assignments that they can stand behind and take pride in showing others. Students should ensure that:

- The document is spell-checked, grammar-checked, and edited for readability.
- The tabulations, paginations and spacial organization are consistent throughout the document, organized, and conducive to a reader digesting the material in the document.
- Unless otherwise stated, assignments should be submitted typed, in hard copy.
 - There will be some hand-written worksheets and some digital submissions over the course of the semester.
- Assignments are due on the stated date. Anything later than the stated date will be subject to a five percent reduction in overall grade. I will not accept anything submitted more than five days after the due date, unless a prior arrangement has been made
 - A request is not an arrangement. An arrangement means that the student and I have come to an agreement for the delivery date of the assignment.

COURSE POLICIES

Mastery of course material requires that students be present and engaged in classroom activity. To support that end, the following policies apply:

- Cellphone use is not permitted in class at any time. Silence your phone if it must remain on, and plan to step outside if you need to take an urgent call.
- Laptops or tablets are permitted for note-taking only, and are not required for in-class activity.
- Web-browsing (including searching for information) is permitted only at the direction of the instructor, and during set-aside hands-on research times.
- Interactions on social media are not permitted during class.
- You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes.
- I encourage you to ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.
- I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.

Our class will utilize technology to enhance and compliment the curriculum. The policies related to device usage and social media are in place to preserve the richness of interaction between colleagues and encourage free flowing thought, independent of fact-finding via the Internet.

REQUIRED READINGS

The resources for this course include articles, book excerpts, case studies, multimedia, RFPs and one key textbook. The readings are chosen to give you a solid foundation for understanding and internalizing the coursework. You are required to purchase the following book:

Hague, P, Hague, Morgan, C, & Truman, O (2016). *Market Research in Practice* (3rd ed.) Kogan Page ISBN: 978-0749475857 \$37.60

All additional articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance, via the class Blackboard group. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

LIBRARY RESOURCES FOR MPMC

<http://guides.library.georgetown.edu/researchcourseguides>

<http://guides.library.georgetown.edu/MPMC>

ASSIGNMENTS

You are expected to submit work on time and of high quality by or at the beginning of the class it is due. Please refer to the course schedule and plan your timetable for completing assignments in advance. I encourage you to actively ask questions prior to submitting any assignment. As long as you submit your assignments for review (with a specific question in mind) at least three business days before the assignment is due, I would be happy to review your specific question and discuss it with you. Feedback on all final assignments will be provided in a timely manner; no more than 2 weeks after the assignment was turned in. All grading criteria, including page length and essential content, will be distributed in advance and discussed in class.

Class Discussion & Exercises – 25 points

Success in this class is dependent on active participation in discussion. Ask questions. Be curious. Your active participation helps me to evaluate your overall performance as a student as well as making the class more interactive and engaging for all of us. Everyone in the course will be positively graded each time you are present in class and contribute positively to the class discussion; an average of class participation scores for each class will determine your final class participation grade.

Secondary Research Assignment (Individual Assessment) – 50 points

You will be assigned a specific client challenge and responsible for utilizing secondary research sources to gather and explore information related to your given client challenge. You will prepare and submit a secondary research analysis to include an overview of the challenge, your key findings and the related implications for next steps. The goal of this exercise is not only to become more familiar with select secondary resources, but also to gain practice distilling key findings and implications as you begin to address a marketing communication challenge.

Note: The client challenge you are given for this assignment will be the basis for all assignments, as you work toward developing a research-driven campaign strategy and framework.

Qualitative Discussion Guide (Individual Assignment) – 50 points

You will develop a qualitative discussion guide designed to help you explore key audience perceptions and attitudes as it relates to your client challenge. Specifically, you will be asked to develop a guide for conducting in-depth interviews. It is recommended that you conduct at least a few interviews as well, though it is not required until you prepare for your final presentation. Among the primary goals of this assignment will be to help you apply what you've learned when it comes to asking the right questions for uncovering key insights through qualitative research.

Survey Questionnaire (Individual Assignment) – 50 points

You will develop a survey questionnaire designed to measure and quantify key information and insights related to your client challenge. In order to help you prepare for your final presentation, you will submit your questionnaire as a programmed survey via SurveyMonkey or Google Forms.

Final Presentation (Team Assignment) – 75 points

Your final assignment will be to work with a team to prepare a final presentation of your collective research findings and strategic implications and recommendations. The teams will be based upon the client challenge you have selected/been assigned. You will need to utilize the qualitative discussion guides and survey questionnaires you've developed to gather and analyze data. The goal will be to demonstrate your ability to both analyze data and identify related insights and implications.

Additional details and requirements will be provided so that you know exactly what to include and how each assignment will be graded.

GRADING

Your course grade will be based on the following:

Class Discussion	25 points (10%)
Secondary Research	50 points (20%)
Discussion Guide	50 points (20%)
Survey Questionnaire	50 points (20%)
Final Presentation	75 points (30%)
Total	250 points

Graduate course grades include A, A-, B+, B, B-, C, and F. There are no grades of C+, C-, or D.

Below is the grading scale that will be used when converting the total percentage of points earned in the class to a letter grade:

Grading Scale:

A	100-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C	79-70
F	69 and below

The instructors will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>

- Academic Resource Center
202-687-8354 | arc@georgetown.edu
<http://ldss.georgetown.edu/>
- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructors will make every effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Week 1 - September 8 <i>Course Overview</i>			<u>Discussion:</u> <ul style="list-style-type: none"> • Introductions • Course overview • How research can inspire better marketing communications
Week 2 - September 15 <i>The Role of Research in IMC</i>	Text: Chapters 1, 3, & 18		<u>Discussion:</u> <ul style="list-style-type: none"> • How consumer research and insight fits into IMC planning • Types of research and the research process
Week 3- September 22 <i>Secondary Research Analyses & Immersion</i>	Text: Chapter 5		<u>Discussion:</u> <ul style="list-style-type: none"> • The role and types of secondary research • How to use Simmons® National Consumer Study data for learning about consumers and brand/user segments <u>Presenters:</u> Jessica Vanderhoff Head Librarian, School of Continuing Studies
Week 4 - September 29 <i>Audience Segmentation</i>	Text: Chapter 17	Secondary Research & Immersion Reports	<u>Discussion:</u> <ul style="list-style-type: none"> • Why and how to segment audiences

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
<p>Week 5 - October 6</p> <p><i>What is Consumer Insight?</i></p>	<p>Readings in Account Planning, Hart Weichselbaum, the Copy Workshop, 2008: pages 183 – 196 – Consumer Insight: Getting in Character (Lisa Fortini-Campbell, Ph.D.) Text: Chapter 5, “Becoming Customer-Driven: The ReBirth of Lego City,” from <i>Brick By Brick: How LEGO Rewrote the Rules of Innovation and Conquered the Global Toy Market</i>, by David C. Roberston</p>		<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • What is consumer insight? • Getting to the “Why” • How to be more insightful
<p>Week 6 - October 13</p> <p><i>Qualitative Research Design</i></p>	<p>Text: Chapter 4 Secrets of a Master Moderator, Third Edition, Naomi R. Henderson: pages 141-162</p>	<p>Review for in-class Mock Focus Groups – roles (“parts”) to be assigned</p>	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Overview of qualitative methodologies • Designing a qualitative discussion • Observation & ethnography
<p>Week 7 - October 20</p> <p><i>Qualitative Research Analysis</i></p>	<p>Secrets of a Master Moderator, Third Edition, Naomi R. Henderson: pages 275-288</p>		<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • How to analyze qualitative data
<p>Week 8 - October 27</p> <p><i>Quantitative Research Design</i></p>	<p>Text: Chapters 9-11 Text: Market Research Matters, Robert Duboff and Jim Spaeth, Introduction and Chapter one, “Why Research Matters” from <i>Market Research Matters</i> by Robert Duboff and Jim Spaeth</p>	<p>Qualitative Discussion Guides</p>	<p><u>Discussion:</u></p> <ul style="list-style-type: none"> • Overview of quantitative methodologies • Sampling • Designing a survey questionnaire <p>Presenters:</p> <ul style="list-style-type: none"> ▪ Robert Duboff, Partner and Co-Founder, Hawk Partners; author, <i>Market Research Matters</i>

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Week 9 - November 3 <i>Quantitative Research Analysis</i>	Text: Chapter 16		<u>Discussion:</u> <ul style="list-style-type: none"> How to read and analyze data
Week 10 - November 10 <i>Concept & Copy Testing</i>	Text: Chapter 22 Secrets of a Master Moderator, Third Edition, Naomi R. Henderson: pages 195-205 One More Thing: Stories and Other Stories, by B.J. Novak: Pages 110-115	Survey Questionnaires	<u>Discussion:</u> <ul style="list-style-type: none"> Framing a concept/creative test How to test communications
Week 11 - November 17 <i>Campaign Measurement</i>	Barcelona Principles 2.0 Launch Presentation: http://amecorg.com/barcelona-principles-2-0/barcelona-principles-2-0-launch-presentation/		<u>Discussion:</u> <ul style="list-style-type: none"> Outputs and outcomes Campaign/Brand tracking Media analyses (traditional and social) Marketing mix modeling
Week 12 - New Date TBD for this class <i>Digital Analytics & Social Listening</i>	Beginner's Guide To Web Data Analysis: Ten Steps To Love & Success: http://www.kaushik.net/avinash/beginners-guide-web-data-analysis-ten-steps-tips-best-practices/		<u>Discussion:</u> <ul style="list-style-type: none"> Types and role of analytics Digital/Web; analyzing engagement Social media; analyzing conversations <u>Presenter:</u> TBD
Week 13 - December 1 <i>Reporting: How to Tell a Story</i>	Text: Chapter 24 Telling a Story with Data: Communicating Effectively with analytics, Deloitte Review, Issue 12, 2013, Thomas H. Davenport: http://dupress.com/articles/telling-a-story-with-data/		<u>Discussion:</u> <ul style="list-style-type: none"> Reporting basics Storytelling in Market Research

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Week 14 - December 8 <i>No class - Workshop/ Team Meeting</i>			
Week 15 - December 15 <i>Final Presentations</i>		Final presentations	<u>Discussion:</u> <ul style="list-style-type: none"> • Final presentations • Reflections